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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on language across the curriculum is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

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Learning Package #18

Promoting Language Growth Across the Curriculum

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

PROMOTING LANGUAGE GROWTH ACROSS THE CURRICULUM

(All references are fully documented in enclosed bibliography)

by Norma Collins

Lecture

In this lecture, we will refer to language arts as a set of two productive and two receptive activities. Speaking and writing are productive operations; reading and listening are receptive. We will operate upon the premise that language arts includes a fifth operation, thinking, which grounds all activities. Much of the information presented is drawn from the text, Student-Centered Language and Reading, K-13: A Handbook for Teachers by Moffett and Wagner (1983).

Moffett and Wagner contend that language instruction has favored the receptive activities. More time has been spent on reading and listening in schools. Language educators have reacted to the bias which placed reading and listening in superordinate positions by calling for reform. The reform movement is referred to by several different names: language across the curriculum, the integrated language arts curriculum, the reading and writing relationship, and whole language. Regardless of the label, recent research in language education has elevated writing and speaking to equally important positions in the language arts program. The following assumptions undergird this movement:

1. Reading, writing, speaking, and listening are interdependent language operations that are best taught in relation to each other.
2. Language operations must be used in all subjects, not just in English.
3. There is a direct relationship among language, thinking, and learning.

The philosophy upon which the integrated movement rests is based on the premise that learning language is personal, social, and integrative.

Because learning language is personal, teachers must take into account such factors as background experience, learning styles, interests, and the student's level of language development. Students come to classrooms with wide and varied language experiences. Moffett and Wagner (1983) posit that because language is personal, students need to select some of the materials that are used in the classroom.

Researchers Graves and Calkins (1983) found that students who were given choice in their writing activities learned that operating a language requires constant choosing. Students who selected their own topics, decided which ones to revise, decided which ones to share with an outside audience, etc., became highly involved in their own learning. The ownership they experienced as language users promoted language growth and development.

Reading researchers hold similar views. Comprehension also requires choosing. A reader is continually determining which ideas to attend to and which to subordinate. The reader who is actively involved in reading is making predictions, drawing conclusions, and verifying his or her decisions within the text. Moffett and Wagner contend that all composing and comprehending requires choosing. These researchers posit that teachers cannot expect good judgment in reading and writing if students are not granted some decision-making in the classroom.

Choosing materials and topics motivates students. Students bring their personal interests, questions, and concerns to reading and writing. By creating their own texts or reading texts of personal interest, students are engaged in optimal language use. They are reinforced in using language personally and functionally.

Language is also social. It is social in origin and purpose. Language is learned through people in order to communicate with people (Moffett and Wagner, 1983). Because language is social, interaction in the classroom is essential. Students need the opportunity to work with others, compare their thinking and interpreting, and direct their writing and speaking to real audiences. Activities which allow students to process each other's work help students gain experience with language.

It is easy to capitalize on the social nature of language because language is integrative; it permeates our lives. Because

of this, language across the curriculum is applicable. We cannot separate language from content. Elementary teachers who work with children throughout the day have the opportunity to maximize the integrative aspects of language. By immersing the language user in different subjects, different media, and a wide range of language experiences, teachers can promote the reception and production of language in meaningful ways.

Acknowledging the individual, interactive, and integrative qualities of language forms the basis of instructional and curricular decisions. The chapter in your Learning Package by Leslie Mandel Morrow explains how to create a language-rich classroom. Morrow describes ways to establish a classroom which promotes personal and social uses of language. She illustrates how to use reading, writing, speaking, and listening in all subject areas.

Teaching the language arts in relation to each other is discussed by Toby Fulwiler, as well. The article in your package by Fulwiler explains how to apply a specific language activity for its fullest language potential. In it the author describes a demonstration of how to use journals across the curriculum, and shows how writing was related to other language arts. In journals, children were asked to use their own language to reflect on what they were reading and studying. The children responded to literature, a field trip, a fire drill, and a free association activity directed by the teacher. In each entry, it was evident that young

writers know about language and are capable of producing it well. The private reaction in writing allowed the learner to think about her feelings and then share them with others. It was as Fulwiler said, "Writing feeds talking and leads to understanding" (p. 58).

Journals are only one kind of activity that can be incorporated into language across the curriculum programs. This is illustrated by authors Johnston and Gill in the article in your package pertaining to middle school students. Students who used writing in all subject areas became proficient language users. The authors describe ways that writing can be used in social studies, science, math, physical education, and English. Similar activities can be applied to elementary students who are working with informational texts.

The authors reported that the initial goal of writing across the curriculum was to improve student writing. An unexpected result from the study was an overall improvement in learning. Activities such as oral presentations, sports commentaries, art reviews, responses to films, records of field trips, and daily learning logs invited students to use reading, writing, speaking, and listening in functional and meaningful ways. The program emphasized the benefits that are derived from using language both receptively and productively in all subject areas.

The article by Mary Lou Meerson in your package also provides specific suggestions for integrating language arts.

Meerson describes how, when, and why to use children's literature in the classroom. The author illustrates how trade books can be used to create writing assignments. The author points out that children who are writing stories as well as reading them experience the reciprocal nature of reading and writing.

The following suggestions can be used to extend students' experiences with reading and writing:

1. Children's literature -- everything from folktales to contemporary novels should be included in the reading program. Children need experiences with a variety of literary genres. Their diverse personal interests are best accommodated by a wide range of reading materials.
2. Reading books for information -- expository texts provide students with background knowledge and exposure to processing informational texts. Books about animals, hobbies, science, history, or travel are an important part of the reading program.
3. Responses to reading -- a variety of activities can be used to extend reading. Art work, storytelling, puppetry, learning logs, cooking, drama, dance, music, and film are appropriate extensions of both narrative and expository texts.

4. Writing -- teachers must create a context for writing in the classroom. Students who are producing their own texts and reading them aloud, writing plays and performing them, and requesting information for research projects realize the creative and the communicative nature of language.

One of the ERIC Digest in your package, "Integrating The Language Arts," defines integration as a situation in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences. It can be considered in three different ways:

1. Learning each of the language arts is enhanced by learning it in relation to the others. Instruction is not separate and discrete. The goal is for the learner to realize the interdependent relationship that exists between producing and receiving language.
2. Each language mode is an integrated whole, not a set of isolated and unrelated skills. Instruction must reflect wholeness.
3. Integration of language is not only necessary within the language arts, but it also involves the development of language in subject areas such as social studies, science, and math.

In conclusion, language educators agree that language competence grows from wide and varied language use. All teachers must provide an environment rich with resources for making language experience possible. Natural occasions for reading, writing, speaking, and listening occur daily in classrooms. Capitalizing on the natural occurrences of language will lead to language proficiency, a goal that can be shared by all educators.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

December 1989 DIGEST

Whole Language: Integrating the Language Arts—and Much More

by Betty Jane Wagner

One of the liveliest current grass-roots movements among teachers in the 1990s is the Whole Language approach. Support groups for teachers, Teachers Applying Whole Language (TAWL), have sprung up all over the country. Major conventions of the National Council of Teachers of English and the International Reading Association, as well as other conferences, include well-attended sessions and informal get-togethers of teachers who want to share their commitment to Whole Language.

This commitment on the part of teachers is reflected in Vermont's requirement that all new teachers have a Whole Language background. In 1987, New York State mandated teacher attendance at seminars on Whole Language concepts. Many foresee a Whole Language approach replacing reliance on the basal reader especially in California, largely because of the California Reading Initiative.

What Whole Language Is

Whole Language is a set of beliefs about how language learning happens and a set of principles to guide classroom practice (Goodman, 1986). These include:

- The function of language—oral and written—is to construct meaning (Altwerger, et al., 1987).
- Language is both personal and social. It serves thinking and communicating.
- Speaking, listening, reading, and writing are all learned best in authentic speech and literacy events. Learners achieve expressive and communication purposes in a genuine social context (Newman, 1985).
- The learner builds on prior knowledge and operates on ever-developing "hypotheses" about how oral and written language operate (Smith, 1983).
- Cognitive development depends on language development, and vice versa (Wells, 1986).
- Readers predict, select, confirm, and self-correct as they make meaning out of print; the goal is comprehension.
- Writers choose their own purposes as they write for various audiences (themselves, peers, teachers); the goal is to make sense out of their experience and imagination.
- Learning how to use language is accomplished as learners use language to learn about the world. The focus is on the subject matter (e.g. spiders, the Oregon Trail).

What Whole Language Is Not

The Whole Language movement is in part a reaction to a trend that has characterized for several decades much of educational practice, especially at the elementary school level. This practice has focused on the mastery of reading and writing skills, leaving little time in the school day for reading for pleasure or writing on topics of one's choice. Characteristics of this conventional belief system and practice are:

- Reading and writing are best broken down into tiny components to be taught in isolation and tested as discrete units.
- Until children master the skills of phonics, word recognition, spelling, handwriting, etc., they are not ready to do actual reading or writing.
- The sequences of isolated skills in teacher's manuals for basal readers and in standardized tests mirror developmental stages of growth.
- Children learn best when they read from simplified basal readers that tightly control vocabulary and sentence structure. For primary children such textbooks are often organized around phonic patterns.
- Writing instruction begins with handwriting and copying to master the basic skills.
- Punctuation is learned through workbook and ditto sheet exercises.
- Reading and writing competence is reflected in the scores on tests of "sub-skills."
- Children who do poorly on "sub-skills" are diagnosed as poor readers, no matter how they comprehend what they read. Children who cannot be made to work on skill sheets may be diagnosed as behavior problems.

What Happens in Whole Language Classrooms

- Teachers often read aloud or tell stories to children.
- Children choose their own reading material much of the time.
- Skills are acquired naturally in the context of meaningful oral interaction and literacy events.
- Objects and learning centers in primary classrooms frequently have labels. Sets of directions, including information on storing materials, are written on charts or activity cards to guide children's engagement with materials.
- Teachers assemble classroom libraries of trade books representing unabridged, unsimplified literature. For

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beginners, predictable plots and repetitive refrains invite the children's involvement as co-creators (Routman, 1988).

- Children have daily opportunities for uninterrupted reading.
- Teachers model the act of reading and writing by reading and writing themselves while the children do so.
- Teachers model reading by reading high-interest, predictable big books, pointing out the words as the children read along with the teacher.
- Teachers sometimes guide children's reading, showing them how to predict, ask appropriate questions, and map what they have read.
- Teachers foster discussions of books, encouraging learners how to talk about the moral and ethical issues presented in literature, or to connect fiction with their own lives.
- Children participate in literature circles in which they share and talk about books they have read (Atwell, 1987).
- Small groups report on information they have learned from books.
- Children turn stories into scripts, rehearse them, and present them as puppet shows, plays, or tapes.
- Children usually choose the topics they want to write about.
- Teachers sometimes demonstrate writing by putting the children's contributions onto experience charts that can then be read together.
- Children write and illustrate their own books that are shared with the class.
- Teachers coach children through the various parts of the writing process (prewriting, drafting, revising, and editing), conferencing with them at various stages.
- Children meet in small groups to read their own writing and get responses from their peers.
- Children meet in pairs to edit their written work together before copying it for publication.
- Teachers support student-centered learning by creating a literate environment, stimulating interest by helping children connect new experience with previous experience, and facilitating the learners' achievement.
- Teachers integrate the language arts by developing the curriculum around broad themes, such as Indians or mammals.
- Teachers evaluate the progress of learners by documenting their ongoing work in the classroom, analyzing their reading miscues and progress in invented spelling, and keeping portfolios of their writing to show growth (Goodman, et al., 1968).

Theory and Research Supporting Whole Language

Whole Language is consistent with the most respected understandings of how children learn, some of which go back to the early decades of this century. Whole Language is rooted in the seminal work of John Dewey, Lev Vygotsky, Jean Piaget, James Moffett, James Britton, Michael Halliday, Donald Graves, Margaret Donaldson, Gordon Wells, Glenda Bissex, Kenneth Goodman, Anne Haas Dyson, and Shirley Brice Heath. These theorists and researchers have shown that human competence in oral and written language grows as language is used for real purposes—without formal drill, intensive corrective feedback, or direct instruction. Children learn as they engage as active agents constructing their own coherent views of the world and of the language human beings use to interact with the world and with each other. The development of writing and reading is fostered by meaningful social interaction, usually entailing oral language. "Language learning is different from other school subjects. It is not a *new* subject, and it is not even a *subject*. It permeates every part of people's lives and itself constitutes a major way of abstracting. So learning language raises more clearly than other school courses the issues of integration" (Moffett and Wagner, 1983). One pervasive response to this understanding of language is the Whole Language movement.

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Language Across the Curriculum

"Language across the curriculum" means basically two things. First, it means that gaining power in all the modes of language—writing, reading, speaking, and listening—must take place in every school course and at every school level, if this growth is to be deep and substantial. This meaning rejects the notion that the diverse uses of language are best learned in specific "skills" courses in, for example, English or speech. Second, "language across the curriculum" stresses the interrelationship of the modes: one learns to write *as* one learns to speak *as* one learns to read and listen. Each ability, therefore, improves to the extent that all are exercised. This second meaning rejects the teaching of, for example, writing or reading in relative isolation from the other. Ultimately, these two meanings of language across the curriculum come together in a third: the inseparableness of language, thinking, and learning. If we do not apply the full range of our language resources to our learning of any subject, then we stifle thought, conscious and unconscious, and so deprive ourselves of more than the most superficial understanding.

History and Theory

Language across the curriculum is hardly a new idea. Teachers in every age have seen that learning flourishes in rich environments that regularly challenge students to manipulate ideas through writing and through talk between teacher and student, parent and child, peer and peer. Furthermore, it has probably never been doubted that the ability to communicate is profoundly connected to the desire to share and acquire knowledge. After all, teachers and textbook writers at all levels have tried to make language instruction "interesting." Model essays, speech and discussion topics, and even workbook sentences—all are presumably chosen (though not always successfully) to excite the wonder and curiosity of the student. Nevertheless, the very fact that so much has been done to fabricate a learning context for language instruction shows that language across the curriculum, if not a new idea, was for a time submerged. Clearly, school curricula became divided—for various reasons—into "content" and "skills" courses, and educators created the circumstances out of which language across the curriculum would have to reemerge as a fresh concept.

Much credit for this resurgence belongs to the British Schools Council Project in Writing Across the Curriculum, which from the mid-1960s onward studied how writing—and talk—were learned and used in schools throughout the United Kingdom. In a series of books (e.g., Britton 1970, and Martin et al. 1976), the Schools Council Project reported that the vast majority of school-based talking and writing was not "genuine communication," in which one person tries to convey new knowledge to another, but was mere giving back of information to the teacher in the role of judge. This "bogus" communication not only limited drastically the student's use of language, but produced dull, inauthentic responses. Conversely, when students were encouraged to write for audiences who would be interested in learning something new from the student (for example, readers of the school newspaper), researchers found the writing more lively and engagement with the topic more intense. Likewise, in language-rich classes, such as science labs where teams of students freely conversed in order to solve problems raised by an experiment, scripts showed that the give-and-take sparked varied language uses, including speculation and argument, plus the desire to repeat experiments or try new ones in order to answer new questions.

In the United States, Janet Emig (1977) reinforced the Schools Council conclusions by bringing to bear on the issue of language and learning the discoveries of linguistics and cognitive psychology. Vygotsky (1962), Kelly (1969), Bruner (1971), and Jaynes (1977) had found close correlation between verbalizing, in speech and writing, and the ability to assimilate perceptions. Particularly important was the recognition that language itself, whether read or heard, could be understood only if the individual translated the messages of others into his or her own words. Thus, conviction of the usefulness of language as a tool of learning grew.

Meanwhile, research on written composition began giving overwhelming evidence of the importance of talk in the development of writing ability. Britton (1967, 1975), in conceptualizing writing as a "process," defined "expressive writing," a form nearest to talk, as the matrix out of which more sophisticated written communication necessarily developed. He and other members of the Schools Council Project, as well as Moffett (1968), gave examples of classrooms in which the cultivation of many forms of discourse led to writing that showed fluency and awareness of audience. Writers such as Macrorie (1977) and Elbow (1973) demonstrated that talk *about* writing, especially within small groups of writers, could spark livelier, more coherent writing. Further studies of the speaking-writing connection have been brought together by Kroll and Vann (1981).

Implications for Teaching: Faculty Training

One meaning emphatically *not* implied by language across the curriculum is that the content area teacher must also become a specialist in the teaching of speech, a specialist in the teaching of writing, and so forth. What is required is that teachers look for ways to increase or vary the language experiances that will help students understand and explore the subject matter of the course. As language-across-the-curriculum workshops continually demonstrate, teachers in every field are already creating language-rich environments. Most of their techniques can be applied rather easily by their colleagues (Fulwiler and Young 1982, Griffin 1982, Thaiss 1983).

Typically, these ideas and practices are disseminated through inservice workshops or institutes. Beginning in the 1970s, federal, state, and local sponsorship of faculty training programs, particularly at the college level, has encouraged language across the curriculum to proliferate in the United States, with special emphasis on the uses and improvement of writing. For K-12 teachers, leadership in language across the curriculum has been taken by the 102 sites of the National Writing Project, which has expanded its inservice network to include teachers in all fields. Summer seminars sponsored by the National Endowment for the Humanities at Beaver College (Penn.) have also contributed to the colleges-schools liaison in writing across the curriculum.

In the cross-curricular course conducted by the National Writing Project sites, faculty training occurs in two reinforcing ways: (1) NWP-trained teachers from different fields, for example, history and physics, conduct presentations on successful language-across-the-curriculum practices in their classrooms; and (2) class members practice writing-and-

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speaking-to-learn techniques, such as learning logs and focused small-group discussions, throughout the semester. Many such courses are set up for the faculty of a single school, to insure the continuing exchange of ideas and often to initiate school-wide curriculum reforms. Though the contributions of language arts and English specialists are almost always important in these faculty-training programs, whether in colleges or schools, most programs are geared toward developing an interdisciplinary focus, with ongoing leadership coming from diverse departments.

Implications for Teaching: Techniques

In accordance with writing-process theory and the pioneering British research, the most successful language-and-learning practices tend to promote relatively unpressured expression, emphasizing techniques that encourage imagination and intuition. Journals and logs, small-group projects, teacher-student dialogues, and role playing are popular devices. Traditional content-area assignments such as research papers and laboratory reports are reinterpreted in terms of process theory, so that the research paper may become an "I-Search" project (Macrorie 1980), with significant expressive writing and classroom interaction, while the lab report may be divided into steps—method, observations, analysis—with each successive portion discussed by class groups.

Student journals of various types have been particularly powerful, and popular, learning tools. Regular writing to record or to analyze speculatively has long been practiced by professionals in many fields; thus, teachers tend to take readily to this form of instruction. In process terms, journals (often called learning logs, reader response logs, or any of a number of other names) encourage and teach expressive writing. Entries can also become the basis for more formal papers, when students' writing is carried through revision and editing stages. As a learning tool, the journal provides ample practice for translation of reading assignments or lectures, as well as labs and other kinds of experience, into the writer's own words; thus the journal can improve reading and listening comprehension (Wotring and Tierney 1982).

Journals are also adaptable to more- or less-structured learning situations. Teachers can make the journal an open-ended daily or weekly assignment, or they can use the journal for speculative answers to specific study questions. Some teachers ask students to sharply focus their entries on analysis of reading, lectures, or experiments; others want their students to exploit the journal's power as an emotional, psychological release (Progoff 1975). Many use the journal, with entries voluntarily read aloud in class, as a spur to class discussion, while other teachers maintain a separate "journal dialogue" with each student in writing (Staton 1984).

The teacher's response to and evaluation of journals, as of other popular language-across-the-curriculum devices, is crucial to their effectiveness. The Schools Council research gave early evidence that expressive writing, like oral brainstorming, would fail if teachers did not continually nurture students' risk taking in analysis or speculation. Using the journal as a facts quiz or marking entries for mechanical errors would defeat its purpose. Guarding students' privacy, by allowing them to withhold certain entries and by never demanding that students read entries aloud, also seems essential. On the other hand, since teachers often find expressive forms new to their students, it is important to show students how to make the most of the freedom to interpret and imagine that these forms offer them.

Implications for Curriculum Change

In most schools and colleges with language-across-the-curriculum programs, change has meant more variety in how language is used and learning accomplished. Where language *across the curriculum has affected school programs, this* change has taken such forms as increases in team-taught courses, cooperative relationships among sections of English and sections of other subjects, or the use of "writing intensive" courses in content areas to fulfill composition requirements. In some instances it has meant the full interweaving of all language instruction into the learning of such subjects as history, art, mathematics, and science. Full applications of language across the curriculum have been most smoothly undertaken in schools with a history of interdisciplinary planning and in the all-subjects classroom in the elementary grades. In whatever setting it occurs and however deeply it affects structure, language across the curriculum promotes the fruitful, invigorating exchange of perspectives and methods among teachers who all too often have been strangers across the curricular walls.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

PROMOTING LANGUAGE GROWTH ACROSS THE CURRICULUM

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ360630
AU: Avery,-Carol-S.
TI: First Grade Thinkers Becoming Literate.
PY: 1987
JN: Language-Arts; v64 n6 p611-18 Oct 1987
AV: UMI
DE: Classroom-Environment; Grade-1; Group-Discussion; Holistic-Approach; Learning-Processes; Primary-Education; Reading-Writing-Relationship; Teacher-Role
DE: *Content-Area-Reading; *Content-Area-Writing; *Critical-Thinking; *Literacy-Education; *Reading-Instruction; *Writing-Instruction
AB: Emphasizes that literacy involves more than simply knowing how to read and write. Explains how a teacher expanded reading and writing activities to all areas of the curriculum to demonstrate to first grade students that writing can be used as a tool to make sense of the world around them. (SKC)

AN: ED297787
AU: Bodino,-Angela-Adamides
TI: Using Writing To Integrate the Curriculum: The Constructs at the Core.
CS: Princeton Univ., NJ. Mid-Career Fellowship Program.
PY: [1988]
NT: 21 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Community-Colleges; Curriculum-Development; Instructional-Development; Interdisciplinary-Approach; Language-Acquisition; Language-Processing; Two-Year-Colleges; Writing-Composition
DE: *Cognitive-Processes; *Content-Area-Writing; *Learning-Processes; *Learning-Theories; *Writing-Processes
AB: An argument is put forth for restructuring the community college curriculum around recurring constructs common to all disciplines. First, introductory comments review various perceptions of essential learning, offering support for the position of constructivists and proponents of writing across the curriculum that learning is an activity and a process, rather than a body of knowledge. Next, the role of writing in the learning process is discussed, suggesting that writing assignments in any course require students to make connections and construct meaning. After summarizing the constructivist view of learning and language acquisition and applying it to academic learning, the paper identifies two constructs that are common to all disciplines: perceiving differences and dividing, and perceiving similarities and connecting. Next, the relationship between writing and other constructs of thinking is examined, using examples provided by faculty attending a series of interdisciplinary writing seminars at Raritan Valley Community College. Additional examples of organizing perception and experience into coherent constructs through metaphor are

provided, followed by a discussion of the implications of a constructivist approach for curricular change. (EJV)

AN: EJ382605
AU: Carr,-Kathryn-S.
TI: How Can We Teach Critical Thinking?
PY: 1988
JN: Childhood-Education; v65 n2 p69-73 Win 1988
AV: UMI
DE: Cognitive-Processes; Critical-Thinking; Elementary-Secondary-Education; Integrated-Activities; Teaching-Guides
DE: *Classification-; *Critical-Reading; *Educational-Games; *Student-Participation; *Teacher-Role; *Writing-Across-the-Curriculum
AB: The need to teach critical thinking skills at all educational levels continues. But teachers should not rely on special courses and tests to do the job. Instead, teachers should create an atmosphere that encourages critical inquiry. Thinking skills activities for various content areas are reviewed. (BB)

AN: EJ375616
AU: Carter,-John-Marshall
TI: The Social Studies Teacher as Writing Coach.
PY: 1988
JN: North-Carolina-Journal-for-the-Social-Studies; v24 p35-41 1987-88
NT: Journal published by the North Carolina Council for the Social Studies, N.C. School of Science and Math, P.O. Box 2418, Durham, NC 27705.
DE: Elementary-Secondary-Education; Social-Studies; Writing-Improvement
DE: *Curriculum-Development; *Instructional-Improvement; *Interdisciplinary-Approach; *Teacher-Responsibility; *Writing-Evaluation; *Writing-Instruction
AB: Proposing an interdisciplinary approach to writing improvement, Carter presents a plan whereby the social studies teacher becomes an advocate for improving writing in all subjects in the curriculum. Provides a teacher questionnaire, a yearly plan for writing improvement across the curriculum, a writing evaluation instrument, and suggestions for introducing students to the writing process. (GEA)

AN: EJ367236
AU: Crain,-SueAnn-Kendall
TI: The ERIC Connection: Oral Interpretation Across the Curriculum.
PY: 1988
JN: Youth-Theatre-Journal; v2 n3 p21-22 Win 1988

AV: UMI
DE: Drama-; Elementary-Secondary-Education; Literature-; Oral-Reading; Readers-Theater; Speech-Skills; Teaching-Methods
DE: *Oral-Interpretation; *Reading-Aloud-to-Others
AB: Summarizes seven documents on oral interpretation from the ERIC system, and states that they can be used to show students the importance of reading aloud with skill. Cites that they also provide suggestions for using oral interpretation in the study of many types of literature and contexts. (MM)

AN: EJ360734
AU: Culp,-Mary-B.; And-Others
TI: Writing across the Curriculum--How English Teachers Can Provide Leadership.
PY: 1987
JN: NASSP-Bulletin; v71 n501 p64-68 Oct 1987
AV: UMI
DE: Academic-Achievement; English-Departments; Secondary-Education; Writing-Processes
DE: *Curriculum-Development; *Leadership-; *Writing-Instruction
AB: Discusses the process of writing as a way of learning and "Writing across the Curriculum Programs." Outlines the program developed at Williamson High School in Alabama that successfully trained the English department to serve as consultants to the school in developing such a program. Includes two figures and references. (MD)

AN: EJ333469
AU: French,-Jim
TI: Whatever Happened to Language Across the Curriculum?
PY: 1985
JN: Education-Canada; v25 n4 p38-43 Win 1985
AV: UMI
DE: Educational-History; Elementary-Secondary-Education; English-Instruction; Language-Skills; Literature-Reviews
DE: *Curriculum-; *Interdisciplinary-Approach; *Language-Acquisition; *Program-Implementation
AB: Reviews articles published on the topic of language across the curriculum (LAC) from 1979-1984. Reveals problems with LAC center on four issues: definition of LAC itself; influence of linguistic bias and an English-subject-centered leadership; difficulties in implementing LAC; and views of the relative success and failure of LAC initiatives. (NEC)

AN: EJ343576
AU: Friedman,-Sheila
TI: How Well Can First Graders Write?
PY: 1986
JN: Reading-Teacher; v40 n2 p162-67 Nov 1986

AV: UMI
DE: Child-Development; Grade-1; Integrated-Activities; Learning-Processes; Primary-Education; Writing-Exercises; Writing-Processes
DE: *Content-Area-Writing; *Reading-Instruction; *Teacher-Role; *Writing-Instruction; *Writing-Readiness
AB: Offers a variety of practical writing ideas that can help first-grade teachers encourage writing across the curriculum. (FL)

AN: EJ309765
AU: Fulwiler,-Toby
TI: Writing and Learning, Grade Three.
PY: 1985
JN: Language-Arts; v62 n1 p55-59 Jan 1985
AV: UMI
NT: Theme Issue; Making Meaning, Learning Language.
DE: Case-Studies; Grade-3; Individual-Development; Primary-Education; Teaching-Methods
DE: *Content-Area-Writing; *Learning-Processes; *Writing-Improvement; *Writing-Research
AB: Examines progressively more competent writing samples from a third grader's journal to illustrate the possibilities for using journals "across the curriculum." (HTH)

AN: EJ367960
AU: Hamilton-Wieler,-Sharon
TI: Why Has Language and Learning across the Curriculum Not Made a Greater Impact.
PY: 1987
JN: Education-Canada; v27 n4 p36-41 Win 1987
AV: UMI
DE: Curriculum-Development; Foreign-Countries; Language-Arts; Program-Development; Secondary-Education; Writing-Skills
DE: *Misconceptions-; *Program-Effectiveness; *Teacher-Role; *Writing-Across-the-Curriculum; *Writing-Improvement
AB: "Writing across the curriculum," an educational objective of the 70s, has failed to impress itself as a significant reality on Canada's educators, especially in secondary schools. Reasons for this include a lack of understanding of the concept and its scope within institutions and misconceptions about the English department's role. (JMM)

AN: EJ371714
AU: Harris,-Aurand
TI: East Meets West: An American Playwright in China.
PY: 1988
JN: Youth-Theatre-Journal; v2 n4 p6-9 Spr 1988
DE: Cultural-Context; Cultural-Interrelationships;

Foreign-Countries; Intercultural-Programs
DE: *Drama-; *Intercultural-Communication; *Personal-Narratives
AB: Provides a personal account of the author's experience producing "Rags to Riches," the first American children's play ever seen in the People's Republic of China. Also describes China's national children's theater program. (MM)

AN: EJ379988
AU: Hightshue,-Deborah; And-Others
TI: Writing in Junior and Senior High Schools.
PY: 1988
JN: Phi-Delta-Kappan; v69 n10 p725-28 Jun 1988
AV: UMI
DE: Secondary-Education; Teaching-Methods
DE: *Essay-Tests; *Expository-Writing; *Seminars-; *Writing-Across-the-Curriculum; *Writing-Exercises
AB: Secondary teachers returning from Cummins Engine Foundation Writing Project seminars (Indiana) shared their ideas about integrating writing skills with various academic subjects. This article provides helpful hints to teachers of business, electronics, English, foreign languages, home economics, mathematics, science, social studies, and vocational education. An inset recommends practice essay exams. (MLH)

AN: EJ382272
AU: Hittleman,-Daniel-R.
TI: Using Literature to Develop Daily-Living Literacy: Strategies for Students with Learning Difficulties.
PY: 1989
JN: Journal-of-Reading,-Writing,-and-Learning-Disabilities International; v4 n1 p1-12 1988-89
DE: Elementary-Secondary-Education; Reading-Instruction; Reading-Skills; Writing-Instruction
DE: *Content-Area-Reading; *Daily-Living-Skills; *Learning-Disabilities; *Literacy-Education; *Reading-Materials; *Skill-Development
AB: Students with learning difficulties can develop their literacy for daily living by using daily-living literature, which provides knowledge and skills for accomplishing some societal task. Daily-living materials approximate real-life materials and differ from general literacy materials in organization, style, and format. Suggestions are provided for using daily-living literature across the curriculum. (JDD)

AN: ED300821
AU: Howell,-Margaret
TI: Writing across the Curriculum Applied to Individualized Reading.
PY: 1988

NT: 10 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: High-Schools; Individualized-Instruction; Reading-Assignments; Student-Journals; Teacher-Developed-Materials
DE: *Individualized-Reading; *Reading-Programs; *Writing-Across-the-Curriculum
AB: This teaching unit describes an elective reading course for high school students incorporating the goals and methods of writing across the curriculum. Students choose the books they want to read and read in class at least two days each week, and write a brief journal entry at the end of the class period. Students also have the option of writing a letter to fellow students giving their opinion of the book. Course objectives, lesson plans, procedures, evaluation, and a list of teacher-developed material is included. Forms for recording daily work, individual reading goals, and instructions for writing the journals are attached. (RS)

AN: ED295127
AU: Jacobson,-Annette, Ed.
TI: Essential Learning Skills across the Curriculum.
CS: Oregon State Dept. of Education, Salem.
PY: 1987
NT: 58 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Content-Area-Writing; Critical-Reading; Elementary-Secondary-Education; Questioning-Techniques; Reading-Comprehension; Reading-Skills; Skill-Development; Study-Guides; Test-Wiseness; Writing-Evaluation; Writing-Processes; Writing-Skills
DE: *Content-Area-Reading; *Reading-Instruction; *Reading-Strategies; *Teaching-Methods; *Writing-Across-the-Curriculum; *Writing-Instruction
AB: This guide presents research-based teaching strategies to assist teachers in implementing the Essential Learning Skills--symbol systems, literal meaning of information, implied meaning of information, evaluation of content and use of communication skills, expression of ideas, reasoning and study skills--in all curriculum areas. The first of three sections discusses reading across the curriculum, and presents before, during, and after reading strategies to increase reading comprehension and retention. The next section on instructional aids consists of: (1) before reading instructional aids, including questioning strategies, hypotheses development, vocabulary exercises, graphic outlines, and a list of alternative learning methods; (2) during reading instructional aids (study and reading guides); (3) after reading instructional aids, with summarizing strategies and question types; and (4) reading to learn, including critical reading activities, test-taking strategies, and tips for faster reading. The last section of the

booklet discusses writing across the curriculum, and presents writing to learn activities and suggestions for teaching the writing process of prewriting, drafting, revision, editing, presentation, and evaluation. (MM)

AN: EJ379986
AU: Jenkinson,-Edward-B.
TI: Learning to Write/Writing to Learn.
PY: 1988
JN: Phi-Delta-Kappan; v69 n10 p712-17 Jun 1988
AV: UMI
DE: Elementary-Secondary-Education
DE: *Learning-Strategies; *Student-Writing-Models; *Writing-Composition; *Writing-Across-the-Curriculum
AB: Writing need not be a minefield of run-on sentences, misspellings, and trite expressions, but should serve as a powerful catalyst for learning. Teachers focusing on the writing process in various disciplines take students through prewriting activities, writing a draft, peer review of a draft, revising, editing, rewriting the final draft, and publishing steps. Student samples and teaching strategies provided. (MLH)

AN: EJ360735
AU: Johnston,-Robert-E.; Gill,-Kent
TI: Writing to Learn--Writing a Basic for Middle Level Students.
PY: 1987
JN: NASSP-Bulletin; v71 n501 p70-75 Oct 1987
AV: UMI
DE: Critical-Thinking; Elementary-Secondary-Education; Problem-Solving; Writing-Skills
DE: *Writing-Improvement; *Writing-Instruction; *Writing-Research
AB: Describes a California junior high school program using "Writing across the Curriculum." As the program developed over the years, writing became viewed more as a legitimate learning tool. (MD)

AN: ED300247
AU: Kenyon,-Russel-W.
TI: Writing IS Problem Solving.
PY: 1988
NT: 30 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Elementary-Secondary-Education; Learning-Activities
DE: *Cognitive-Processes; *Mathematics-Instruction; *Problem-Solving; *Secondary-School-Mathematics; *Teaching-Methods; *Writing-Skills
AB: The role of writing in the mathematics classroom is considered. Writing as a cognitive process and its relationship to problem solving is first examined. Then several long- and

short-term techniques for promoting cognitive learning using writing in the mathematics classroom are considered. The Writing Across the Curriculum (WAC) program is discussed; some of its techniques can be adapted to encourage problem solving and cognitive learning. Suggested for the long term are: (1) a list of writing projects requiring several days or weeks to complete; and (2) a review method involving whole-class, individual, and group work. Short-term techniques usually require only a few minutes each day, but may take a whole class period. Discussed are explaining how, comparing two concepts, explaining why, doing word problems, outlining the chapter, developing test questions, doing proofs with prose, and keeping a notebook. Finally, how to get started is discussed, with note of the need for persistence. (MNS)

AN: EJ379991
AU: Leopold,-Allison-Hawes; Jenkinson,-Edward-B.
TI: The Cummins Engine Foundation Writing Project: A Cooperative Venture with Public Schools.
PY: 1988
JN: Phi-Delta-Kappan; v69 n10 p740-45 Jun 1988
AV: UMI
DE: Elementary-Secondary-Education
DE: *Educational-Cooperation; *Public-Schools; *Seminars-; *Writing-Across-the-Curriculum
AB: In 1985, Indiana University established the Cummins Engine Foundation Writing Project, a writing-across-the-curriculum project for nine school corporations in the Columbus (Indiana) area. This article presents 14 conclusions and observations drawn by seminar directors after the project's first three years. Includes a bibliography of 20 books. (MLH)

AN: EJ313664
AU: Pradl,-Gordon-M.; Mayher,-John-S.
TI: Reinvigorating Learning through Writing.
PY: 1985
JN: Educational-Leadership; v42 n5 p4-8 Feb 1985
AV: UMI
DE: Elementary-Secondary-Education; Learning-Motivation; Student-Attitudes; Student-Motivation; Student-Projects
DE: *Learning-Strategies; *Teaching-Methods; *Writing-Composition
AB: Keeping a journal of classroom experiences can help students express their understandings of the concepts they learn in school and how the lessons relate to their own lives. An eight-item reference list is provided. (Author)

AN: EJ313665
AU: Sanders,-Arlette
TI: Learning Logs: A Communication Strategy for All Subject

Areas.
PY: 1985
JN: Educational-Leadership; v42 n5 p7 Feb 1985
AV: UMI
DE: Elementary-Secondary-Education
DE: *Learning-Strategies; *Prompting-; *Questioning-Techniques; *Teaching-Methods; *Writing-Composition
AB: Students can learn from writing, regardless of subject area, by keeping a learning log or journal. Several types of questions and topics are suggested for the teacher to guide students in making their entries. (DCS)

AN: EJ383682
AU: Sensenbaugh,-Roger
TI: Writing across the Curriculum: Evolving Reform (ERIC/RCS).
PY: 1989
JN: Journal-of-Reading; v32 n5 p462-65 Feb 1989
AV: UMI
DE: Content-Area-Writing; Educational-Change; Instructional-Effectiveness; Teacher-Role; Writing-Research
DE: *Writing-Across-the-Curriculum; *Writing-Instruction
AB: Describes the writing across the curriculum movement, citing research reports and articles which discuss its advantages and disadvantages. Notes several problems involved in effectively implementing writing across the curriculum. (MM)

AN: ED294212
AU: Slater,-Marsha-S.
TI: Collaboration as Community: Outcomes of Conducting Research on One's Colleagues.
PY: 1988
NT: 8 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 7-19, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Career-Education; Classroom-Research; Interdisciplinary-Approach; Limited-English-Speaking; Mathematics-Instruction; Physical-Education; Research-and-Development; Science-Instruction; Secondary-Education; Second-Language-Learning; Theory-Practice-Relationship; Writing-Apprehension; Writing-Processes; Writing-Research
DE: *Content-Area-Writing; *Teacher-Attitudes; *Writing-Across-the-Curriculum
AB: A series of interviews carried out over a 6-month period investigated: (1) why and how five New York City high school teachers used writing-to-learn across the curriculum, and, (2) the outcome of conducting research on one's own colleagues. Subjects were a math teacher, a physics teacher, and a career education teacher from a high school for limited English

proficient students (where the researcher herself taught), and a biology teacher and a health and physical education teacher from a large, comprehensive academic high school in Manhattan. Findings revealed that all teachers displayed a lack of confidence in themselves as writers, and viewed writing as a means of getting students to communicate and clarify their ideas. Also, all subjects changed their classroom management style because of their work with writing-to-learn, encouraging more group work and extensive collaborative learning techniques. The study also revealed some of the positive outcomes of conducting research in one's own school--greater professional interdependence and collaboration, reduced writing anxiety among students and teachers, more awareness of the writing process by teachers, and more confidence in trying out new teaching strategies. Being a colleague/researcher affords a special point of view: a collegial, learning, non-evaluative perspective. (ARH)

AN: EJ361740
AU: Soter,-Anna-O.
TI: Recent Research On Writing: Implications For Writing Across the Curriculum.
PY: 1987
JN: Journal-of-Curriculum-Studies; v19 n5 p425-38 Sep-Oct 1987
DE: Elementary-Secondary-Education; Research-and-Development; Teacher-Education; Writing-Improvement
DE: *Content-Area-Writing; *Writing-Difficulties; *Writing-Instruction; *Writing-Processes; *Writing-Skills
AB: Reviews major themes in recent research on writing. Identifies problems that remain in the application of theory to practice, focusing specifically on writing in the content areas. (BSR)

AN: EJ336841
AU: Stock,-Patricia-L.
TI: Writing across the Curriculum.
PY: 1986
JN: Theory-into-Practice; v25 n2 p97-101 Spr 1986
AV: UMI
DE: Elementary-Secondary-Education
DE: *Classroom-Communication; *Student-Role; *Teacher-Role; *Writing-Instruction
AB: The author discussed the writing-across-the-curriculum movement and how it has been interpreted. A model of writing across the curriculum is described, and the benefits of such a program to students are stated. (MT)

AN: EJ368584
AU: Walker,-Ian

TI: Process Writing in the Content Areas.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n4 p243-53 Nov 1987
NT: Focus Issue: Non-narrative Writing.
DE: Elementary-Education; Integrated-Curriculum; Models-; Prewriting-; Writing-Across-the-Curriculum
DE: *Content-Area-Writing; *Writing-Instruction; *Writing-Processes
AB: Urges that teachers consider a broader view of the writing process and experiment with the notion of children applying the skills of process writing to their writing in the content areas. Outlines the major phases of process writing and discusses their application to writing in content areas. (MM)

AN: EJ371715
AU: Wheetley,-Kim-Alan
TI: Drama/Theatre Education: What K-12 Teachers Need to Know and Be Able to Do.
PY: 1988
JN: Youth-Theatre-Journal; v2 n4 p18-21 Spr 1988
DE: Behavioral-Objectives; Curriculum-Development; Drama-; Elementary-Secondary-Education; Teacher-Effectiveness
DE: *Teacher-Education-Programs; *Teaching-Skills; *Theater-Arts
AB: Reviews the goals of drama/theater education set forth by the National Theatre Education Project. Provides an overview of the knowledge and skills teachers need to teach theater and drama in elementary and secondary schools. (MM)

AN: ED293131
TI: Writing across the Curriculum: 1983-1987. Focused Access to Selected Topics (FAST) Bibliography No. 2.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988 NT: 4 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Content-Area-Writing; Elementary-Secondary-Education; Writing-Exercises; Writing-Improvement; Writing-Instruction; Writing-Skills
DE: *Annotated-Bibliographies; *Writing-Across-the-Curriculum
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